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Poverty," "Where the School Law Failed," "Wage-Earning and New Relations at Home," "The Will to Play," "The Breakdown of Family Protection," and "The Italian Girl." There are two appendices on "The Economic Condition of the Families" and on "School Attendance Data." And so the volume of evidence swells, showing the cost of public and municipal neglect in child-misery and lost youth. Surely sooner or later the community will be aroused to its own concern for safeguarding the youth, whether boys or girls, in city homes and in city streets.

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*Mental and Physical Measurements of Working Children.* By HELEN THOMPSON WOOLLEY and CHARLOTTE RUST FISCHER. Psychological Monographs, etc., XVIII, No. 1.

In this study from the laboratory of the Vocation Bureau of Cincinnati is published the first results of a study now in progress since 1910, of which, since 1911, Mrs. Woolley has been in charge. The investigation has for its purpose the collection of facts with reference to the comparative effect of working life and of school attendance upon children fourteen and fifteen years old. The undertaking is of course a very difficult one, possible only under such conditions as are fixed by the Ohio Child Labor Law of 1910, and valuable, too, only when conducted under such conditions of scholarly preparation, scientific equipment, and open-mindedness as characterize Mrs. Woolley's work.

The first instalment gives the results of tests invented and applied to 800 boys and girls when they left school at fourteen and to 679 of them later when they had been at work about a year.

The description of the tests and of the results of their application to these children has great significance for all interested in obtaining the best opportunities for normal children; while the discussion of the possible development along the same lines, of tests which may supplement the Binet-Simon tests and give a sound basis for measuring persons over ten years of age, gives hope of wiser judgment in the case of adolescent and adult subnormal persons than are now issuing from psychopathic clinics and bureaus of psychopathic research.

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*Psychology of High School Subjects.* By CHARLES HUBBARD JUDD. New York: Ginn & Co., 1915. Pp. 514. \$1.50.

It starts right. It begins with a survey of the teacher's problem. It limits its service to the special workers who most need light: the trainers of adolescent youth. It recognizes the practical fact that we are more narrowly governed by fashion as to what we in the high school shall teach than we are as to what we shall wear. A high-school man can individually indulge in a soft

shirt and a roll collar, and by independent personality bear himself well, but on offering himself as a trainer of youth in an established school he must submit to the use of such algebra, such history, such literature for his exercise in training youth as tyrannical custom and its agent, a school board, require. The ordinary run of us are waiters in a restaurant with prescribed bills of fare. We are to keep our napery neat, our dishes hot, and to bring out from day to day the portions of our table d'hôte according to the standard.

Professor Judd could write a bigger book. He could choose a different basis. He could defend the theory that the proper purpose of a public high school is much larger than to dispense an arbitrary collection of studies, almost universally accepted, as the body of an education. In fact, throughout this volume you catch glimpses of a hope that some day high-school teachers will not be purveyors of Latin, of algebra, or of physics, but developers of men and trainers of women for that service in the world which theoretically justifies a democracy in expending public money for the building of schools and the hiring of us. He sees the ineffectiveness of our traditional organization wherein a company of specialists in narrowed studies are turned loose upon growing boys and girls who need the companionship of broad and generous personalities. "One of the gravest menaces," he says, "is the lack of general interest by special teachers." The expectation of citizens who support schools and of parents who send children is that the high school will be a potent influence in changing the person of fourteen as he is to the person of eighteen as he ought to be, a person more certain in the use of his powers, more disposed to use those powers for the good of society, which has paid for his training. This is no new proposition. Plato formulated it, Rousseau frantically promulgated it, the encyclopedists, who inspired the Fathers of America, elaborated it. The lawmakers who provided, here, for free and universal education promised such a consummation, but the high schools of America, absorbing the usages of their parent Latin schools and private academies, have never reached a point where man-culture has been put in the first rank of their purposes, while the means of man-culture have been relegated to a supplementary consideration. See our hundreds turned from school into society untrained because they cannot master Latin. I see them ceasing study because they are not fit for algebra. I see the training of youth for manhood committed to persons who have been concerning themselves almost altogether with the study of geometry, that they may teach it instead of children. We want more teachers who have had courses in boyology and girlistics, who have perfected themselves in the knowledge of what the qualities of superb manhood and womanhood are, and by what exercises those qualities are encouraged toward perfection. This is no visionary pursuit, but the science that has engaged the greatest minds since the world began. Professor Judd would shift the center of a teacher's attention from a book to a person. He would have us know that the growing things in our gardens are of more importance than the rake,

the trowel, and the specific brand of fertilizer furnished by the college which taught us and the school board which directs our farm. We teachers of the high school who honestly testified twenty-five years ago that we had gained no benefit from the study of psychology did nothing surprising. The minds of boys and how they grow were not our chief concern. Boys were in front of the counter; we behind it. We had our ready-made suits according to the standard. If the customers contrived to fit what we dealt in, we clothed them with a high-school education. "What is your purpose in presenting this course of history?" Colonel Parker asked the high-school teacher. "To cover the period from 1492 to 1861," the truthful lady answered, and was content. Professor Judd is not content. This book abounds in frank, though unirritating, reproof of high-school complacency. It reflects the spreading tendency of high-school managers to realize the fatuity of attempting to defend expensive education upon the old argument that the best men of past generations rose into eminence from the conventional studies. Because Webster, Everett, and Sumner reached distinction, Smith, Jones, and Brown are given the calculus. Great Agassiz dissected fishes, so we cut up clams in high-school laboratories. The fallacy which Professor Judd remarks is that the covering of a subject may not give the power desired. An ax of itself will cut no wood. The careful eye, the trusty arm, the cunning hand decree that the tool will make, not mar. The physicist who ruled my class damaged all of us because he knew not boys nor growth, not mental power, only physics. This order is changing. In a Brooklyn school, yesterday, the principal's official approval of a lesson contained the entry to be completed by the teacher, "What personal effect is this lesson planned to produce?" This is pinning instruction down so tight that the teacher born, not made, is put to a great disadvantage. That specific Brooklyn query could be taken as the essence of this book of Dr. Judd's What can these high-school studies do for John? How do you make them do it? How shall you, using these educational fertilizers, bring this human plant toward blossoming and bearing?

It is a timely book. It starts with the actual studies found in the high-school program and shows their uses as developers of personal efficiency and of social value. It is understandable. If has no fussy, technical language like the talk of the young medical student. Its analysis of a typical textbook on geometry would be intelligible to an ordinary high-school student. The chapter on the psychology of language, the one on English courses, the pages on manual skill, show an interested familiarity with current improvements and with proposed advancement in them that could be obtained only by a man who spends a great deal of time in high-school classrooms, or who meets and draws out many high-school teachers. His discussions of science, of history, of fine arts, and of industrial courses are up to 1915 and exhilaratingly beyond. I can see how a high-school headmaster, taking up a chapter at a time, before exercising his supervisory duties over various departments,

might inspire a school with a purpose so definite, so enlightened, so thoroughly interesting as to bring to all but the hopelessly benighted teachers the delight of the skilled agriculturist, actually seeing his resources growing in the sunlight.

The present controversy upon general disciplinary value of formal studies and the possibility or impossibility of transferring power gained in one exercise to tendency in other lines of life has an illuminating chapter. There is a chapter upon teaching high-school pupils how to study. It provides for standards of self-measurement. It dwells convincingly upon the supreme necessity of cultivating the desire and the habit of enjoyable and economical and productive use of one's own mind. Intention to proceed this author regards as a test of the efficiency of work already done. There is not much support in this handbook for the doctrines of my dullest teachers, who preached that drudging is the most educative of processes. They affected to despise the sugar-coated pill. Meantime this wicked world has gone on taking away the shock from surgery and developing a twilight sleep for childbirth. Our psychologist discriminates between making tasks easy and making them interesting. He does not suggest excluding the vigor from mental exercise. The mathematics he calls for is more robust than ordinary. His requirement is rather to tone the system of the learner and to train the adaptive power of the instructor so that they will essay with enthusiasm the hardest work that they can find. I must confess I like this book. I am enthusiastic about it. It puts my business several notches higher toward the professions in which a man's purposes and results are bigger than his tools. I am too content with graduates who carry off pieces of the curriculum.

The final chapter of this thesis proposes in place of my knowledge dispensary a social trainery, a great factor of public service, not so much concerned with perpetuation of scholarship as with breeding the virtues of manliness and of womanly strength. It calls for live personalities, devising means of growth and able to insure it. It meets the present circumstances and recognizes that we are in bonds to custom. But it foreshadows the reconstruction of schooling which shall begin with the questions, "What are the types of manhood the nation needs?" "What forms of human experience producing such can I provide in the few years in which the growing material is entrusted to me?" The statesmen who established our public education were largely forward-lookers. But the vanes upon our schoolhouses have been set by breezes blowing out of antiquity. We have learned our trade by the study of old models. We have been loth to abandon what it has cost us time and money to acquire. Conservers there must be, but the exclusive business of preserving runs too much to dried fruits and to attics filled with canned goods. Judd wants more inventors and discoverers among us, and fewer librarians who deal in old editions, more creators of living thought and power. His book points definitely a way.

WILLIAM MCANDREW